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The JOURNAL of EDUCATION

Twice a Month for Better Schools

DECEMBER 16, 1935

Personality Challenges the Teacher

FRANCIS ROY COPPER

The Wind That Grew — V. H. CULP
English as College Gateway — ELEANOR C. ILER
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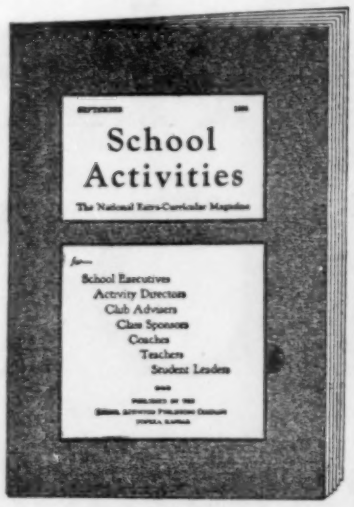

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Twice a Month for Better Schools

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The Editors Say...

You know, of course, how everybody gets after a superintendent. He is pestered from all sides. That being the case—we decided not to hurry the superintendents who had promised us articles about their school systems for our much-liked series. Omission of the article this time will just whet your appetite for more. And more will come when the New Year turns the corner. Not long to wait for that!

We believe the present issue speaks for itself—as one of the most interesting and worthwhile we have had in recent months.

•

Last Call for Short Stories

For the convenience of those other persons who are planning to enter our Short Story Contest—closing date of which was announced for December 15—we have decided to keep the door open three weeks longer. Mail your story not later than January 6, and it will have as good a chance as any. First prize $25; six smaller prizes, all in cash. Not over 1500 words. Story must deal with school characters or situations. Address Journal of Education Short Story Contest, Six Park street, Boston.

•

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JOURNAL OF EDUCATION

ANSON W. BELDING, *Editor*

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Personality Challenges the Teacher

By FRANCIS ROY COPPER

Northern State Teachers' College
Marquette, Michigan

Have you a Linnaeus, a Disraeli, a Harper or a Vesalius in your classroom? One never knows!

THE student's personality is one of the most important factors in education as it has so much to do with his success both in and out of school. By personality is meant all the qualities of the individual that give his life poise, direction and power, including such things as attitude, tact, magnetism, personal appearance, and that invisible dynamic atmosphere that radiates from him and influences others.

Personality manifests itself in various forms of leadership. Student walkouts and strikes in protest against some action taken by school authorities are symptoms of the emergence of personality in the mass to attain certain ends. Again, it may be indicated by some significant incident in the student's life, showing resourcefulness, original thought, insight, independence, strong conviction, confidence or initiative.

The characteristics of one's mature personality usually begin to manifest themselves during his school days. A case in point is that of Edward Bok of editorial leadership and fame. When Edward entered school at Brooklyn, New York, at the age of six, having arrived in this country only a short time before with his family from Holland, he did not like the flourishes that embellished the Spencerian style of writing in his copy book which he was required to learn. But what was an immigrant boy of six to do about it? Of course, he might have meekly submitted to it as the other children did, but such was not the case. As he did not have sufficient command of the English language to explain his objection to his teacher, he simply refused to copy the system. This insubordination got him into trouble with the principal who, acting according to rule, punished him and let him go home. But this did not close the incident. That evening Edward was able to sell his point of view to his father, who presented the case to the principal in such a way that as a result the lad was given a much simpler style of writing to copy, which he cheerfully mastered in a very short time.

•

Another example is given by Locy, who, in his book "Biology and Its Makers," tells that when Vesalius, a Belgian anatomist of the sixteenth century, was a student attending a series of lectures on anatomy in Paris, where the teachers, who were rude surgeon barbers, were trying ineffectively to expose the muscles in the arm of a cadaver in such a way as to make clear to the students their position and function, he became so disgusted that at the third lecture, being unable to restrain himself longer, he arose, strode to the front of the hall, pushed the clumsy teachers aside, and exposed the parts as they should be. What a great rebuke and stimulus it would be to the teachers today if we had a few more students like Vesalius, who would translate their impulses into action!

•

A similar case, cited also by Locy, is that of Linnaeus, the great Swedish botanist of the eighteenth century, who rendered such valuable service to the world by simplifying the naming of plants and animals. When Linnaeus arrived in Paris in 1738 he went first to the Garden of Plants where the celebrated Bernard de Jussieu was lecturing on botany. He slipped into the audience unknown and without introduction. The classification of one plant was puzzling the great teacher. Linnaeus, noting his confusion, cried out: "It has the appearance of an American plant!" Jussieu was so surprised that he turned around quickly and exclaimed: "You are Linnaeus!" What a tribute to personality and scholarship when a single timely remark serves to identify one as a great scholar!

Again, in the case of the late Dr. William Rainey Harper, one of the most dynamic school men this country has ever produced, the man who gave the University of Chicago its impetus and direction and who stamped his influence indelibly upon it, we find that he was just as energetic and

progressive as a student. His biographers tell us that he entered college at ten and graduated with honors at fourteen, that he habitually took more work than was required, and was always filled with enthusiasm, power, and vision.

•

If we turn to statesmen, we find in Disraeli, the Jew who in a Gentile nation rose to the high position of Prime Minister, the traits of initiative appearing early. Maurois tells us how Disraeli when a student organized, in violation of school rules, theatrical performances and formed a troupe of players of which he was director, stage manager, and the leading actor, and how this involved him in a fight with a monitor much larger than himself whom he soon vanquished because of the skill he had gained by taking secret boxing lessons.

The personality of the student largely makes the school. We sometimes designate certain periods in the history of a school by saying that it was the time when certain outstanding students were in attendance.

•

It is well for students to give much attention to attitude, for some of them fail in school who have the ability to succeed simply because they think and act in terms of failure. If they have proper attitudes they will also challenge and bring out the best there is in their teachers. While personality can be cultivated and strengthened somewhat by conscious effort yet its development comes mostly as a by-product of normal successful living. The alert teacher can be of great assistance to students by motivating the expression of the most desirable side of their lives. Every teacher should be zealous in discovering and inspiring personality in whatever form it may appear, whether in the traits of a Bok, who refused to follow an apparently unreasonable procedure, or of a Vesalius, who had the unrestrained impulse to take things into his own hands and do them as they should be done, or of a Disraeli with his genius for organization, or of a Harper with his tremendous personal drive. The school should make possible the development and enrichment of personality by furnishing a suitable environment in which it may grow and develop.

The Wind That Grew

By V. H. CULP

Northern State Teachers' College
Aberdeen, South Dakota

"What this town needs is a new superintendent of schools," declared the townsfolk. So they got one.

SCHOOL conditions were anything but satisfactory in the city of Freetown. In the spring elections the entire city council was voted a vacation, the board of education saw two new faces, the chief of police was demoted to the ranks, and even the name of Main street was changed to Free avenue. This, it seems, was done to honor the generous founder of the city, and at the same time to remove the city from the realms of the commonplace. The very air was charged with protest against the old order, and freedom from the vulgar past was the dream of the rejuvenated city.

In a meeting of one of the feminine organizations a disciple of progress started the little whirlwind that eventually grew to be a tornado.

"Now, there's Professor Archaic, he's an exemplary man, but he belongs to the old order. He's been here a long time. What this town needs is—a new superintendent of schools."

"Ain't that the truth," was an immediate rejoinder. "I heard over the radio the other day that modern youth must be given a new freedom."

"Our professor is entirely too strict, and does not understand the likes and dislikes of modern youth," added another.

This little blast of wind began to move in the direction of "ye tyrant of Freetown." The motion and volume of the typhoon was cheerfully accelerated by the beer and light wine crowd, for the professor was against open violation of the law. The pool hall gang joined hands with their wet brethren because they were unable to control athletics. Then there were disgruntled parents of phlegmatic children who desired promotions irrespective of grades. And last, but not least, this cavalcade of worthies was joined by a small group of politicians who desired special favors that had been firmly but politely denied.

•

When a change in public officials becomes popular, champions of justice and decency become frightened at the on-coming storm and stay indoors lest they get wet.

The local paper in its sporting page pointed out that the high school had not won a single state championship since the arrival of Superintendent Archaic. At last the long-looked-for announcement stilled the storm against the head of the school system. The Honorable Board of Education passed resolutions commending the services and integrity of Richard Archaic. His resignation, as the politicians knew, had been

requested previously by a three to two vote. Exit Mr. Archaic from the schools of Freetown. Because of his wide acquaintance and the scarcity of attractive superintendencies, he became the junior member in a well-established firm of local realtors.

The Board of Education was literally bombarded with applications. In fact, there were just two-hundred and twenty high-powered candidates with sixteen cylinder brains who were willing to sign a three-year contract on a sliding salary scale.

Professor Ultra Modern was the winner of the Freetown marathon classic. While his experience had been limited in both length and breadth, he had had enough training to make him a candidate for the highest academic degree.

Upon being questioned, he proudly admitted that he was an apostle of all that is modern in theory and practice. He also informed the board that he was on record as an advocate of education both as an art and as a science. When Mr. Modern told the Board of Education that he would shortly publish a book on "Modern Trends in Education," he was elected.

"Just think," said the President of the Board, "he is evidently an authority on the subject. That kind of a man will be an asset to our city."

•

The new superintendent was feted by the service clubs, churches, women's clubs, not to mention the individuals who had a dull ax or two. In his address before the Federation of Women's Clubs, Dr. Modern as he was introduced, presented his philosophy of education to a delighted audience. Some of the high-spots of the address were placed on the front page of the Evening Repeater.

"Freedom is the keynote of modern education. Children must learn to govern themselves. Schools are the only absolute monarchies now in existence. Man learns by making mistakes. Adult society is not a success—children can do no worse. The school should direct and control its own activities. School is not a preparation for life—it is life."

This philosophy of education was all so new that quite a number of people pretended that they understood and agreed with that which was outside of their ken. Others were willing to try anything that was different and new. It must be admitted that there was a medium-sized group that looked askance at the new theories because they could not fathom the hidden meanings, but they hoped that the very profoundness of the case would assure its success.

On the whole the children were willing, if not anxious, to assume responsibilities and exemplify their abilities. The first obstacle in the highway of success was ignorance. The poor teachers were unprepared by training and experience to put into effect such revolutionary doctrines. In fact, they had prided themselves upon the efficiency of their schools under the former superintendent. They must, however, co-operate with the new administration if they are to have length of days and increases in salary.

•

The first week of school ushered in the new age in education. The machinery was set into motion with the choosing of committees, advisors, monitors, commissions, and petty officials. The children of the leading families were given choice appointments although it must be admitted that there were some major disappointments.

At the end of the first week of school many of the older people were surprised that the buildings remained intact. Others pointed out with pride that the critical period had passed with the successful installation of the system, and that Freetown was giving the world an object lesson in modern educational progress. With the youngsters it was a mixture of unbounded enthusiasm and disgust. Punishments under student governing committees were frequent and often severe. Small town politics too often found their way into the deliberations of the high and mighty. Rules and regulations in due time were made to cover all possible activities of school life.

The parents were often annoyed to the point of profanity at the actions of monitors and committees, but to make a complaint would show a lack of co-operation. The anger of the patrons was also stilled by the fear of further punishments in case they should protest. The Board of Education and the teachers heard some murmurings of discontent, but in all cases the complaints were confidential, and the parties concerned did not wish to be quoted.

•

A few minor scandals were quashed in the bud, as it were. Disorder in the high school grew with the advance of the school year. The principal of the secondary division protested to Superintendent Modern that the farce had gone too far. He insisted that a benevolent tyranny back of student self-government might work, but that present conditions could not long continue without a violent eruption. Mr. Modern assured his assistant that he was too pessimistic, although the superintendent promised to keep in close touch with developments.

In a week one of the members of the attendance committee who had some remnants of a conscience confessed to the superintendent and principal of the high school that her committee had not enforced the rules honestly. Some favored students were excused without reason while others were kept after regular school hours despite the fact that they had reasonable excuses.

Mr. Modern at once made a decision. He called the committee to his office, and upon learning the truth regarding the alle-

gations, he decided that the success of his experiment demanded immediate action. He told them politely that they failed in fulfilling their duties, and that they were guilty of doing great harm to the cause of student government. It was therefore necessary to establish a salutary precedent in dealing with gross wrongdoing. He ended the meeting by telling them that the members of the whole committee, with the exception of one, were hereby and henceforth denied the privilege of attending school.

•

Another storm! The former zephyr of Richard Archaic was in reality just a little whirlwind. Now a great cyclone hit the city of Freetown. Everywhere there was gossip, profanity, scandal, and even strong talk of action on the part of pupils and parents because of the evictions.

One o'clock came with the high school teachers in their usual places, but alas! the classrooms were empty. The students felt outraged and decided upon a walk-out until living conditions were again made possible. The better citizens and the school board condemned the strike in no uncertain terms. All admitted, however, that the citizens and the Board of Education were far from blameless in allowing conditions that would make a strike possible. The pupils, with considerable pride, a desire for fairness, and a love of action, invariably get the blame for the mistakes of others.

The principal of the high school met the parading students and persuaded them to go quietly to their homes—school work under such conditions would have been impossible. He assured them that he would have a meeting with the School Board at once, and that there should be a general assembly at nine in the morning when the decision of the board would be given.

The meeting of the Board of Education was held in secret in an up-town office. At four o'clock the principal of the high school was asked to report at the side door of the First National Bank.

The president of the board reported: "This vaudeville performance in our schools has come to an end. You will put the high school upon a pre-Modern basis and do work along our former methods. Go, and do your best! Mr. Modern resigned in consideration of a check covering his salary for the remainder of the year."

Just then the door opened, and a new face appeared upon the scene. "Hello, Dick!" is repeated in all parts of the room. These men had come to know Richard Archaic as a fellow business man. They knew him to have a fund of common sense, a sense of humor, great abilities, and above all, the qualities of a good fellow.

The President addressed him: "Dick, talk about your fourteen carat jackasses, behold the Freetown exhibit! Of course you could not be fooled by the farce. The job is yours. We hope you can report for work in the morning."

Other members interrupted. "Dick, we didn't know when we were well off." . . . "The whole city is calling for you." . . . "You have a life job in this town."

Dick answered in a most agreeable manner.

"Gentleman, I truly thank you for this honor. But I wish to assure you that I am not the least bit interested. I've saved more money this year than in my many years as a teacher. I have children to educate, and cannot afford to continue in missionary work. It's too bad you did not fire me ten years ago. I do, however, know some sane educators you can secure, and I deem it my duty to assist you in getting out of this mess."

"Dick," said the president of the Board, "get busy at once and get the best man you can. We insist upon sanity above everything else. It isn't necessary that he have a lot of theories, if he knows how to run a good school."

•

Richard Archaic, prosperous business man, still lives at Freetown. He is the chief brayer of a service club, a booster for the city, and now president of the Board of Education.

Oh, yes, Professor Ultra Modern must be accounted for. His book was published, and readers agreed that it was a contribution to the philosophy of education. He holds forth in a college classroom where he tells about the possibilities of the new age in education. It is to be hoped that he will have no students from the city of Freetown.

And thus ends another farce in American public education where unbridled enthusiasm for the untried and impractical unseats common sense for a brief space of time.

Smiles Get Our Votes

Dear Teacher:
Please
Consider these
Epitomes:

Days when you nag
Our spirits sag,
Our lessons lag.

But when your smile
Lights up each aisle
The day's worth while.

Frowns get our goats,
Smiles get our votes.
Yours,
William Coates.

English as College Gateway

By ELEANOR C. ILER
Head of English Department
Wadsworth (Ohio) High School

An adventure in adapting high school English to the prospective needs of the college freshman.

HOW many of us have been moved with consternation by the weeping and gnashing of teeth accompanying the defeats of the uninitiated freshmen in college English courses! Worse still, perhaps some of us can remember our own poignant grief when an ominous red "D" or "E" ornamented the tops of our first freshman papers. Perhaps a summons to the dean's office for academic deficiencies forced the condemning question to the surface, "Why didn't I learn what this was all about in high school?" Some facetious senior may have replied, "That's what college is for!" But we at Wadsworth High School decided that we should not be stealing any fire from the colleges if we did a little experimenting in preparing some of our pupils more specifically for college work.

For two years now, in a school of about five hundred and fifty pupils, with approximately one hundred in the senior class, we have offered a course in what we call college preparatory English. Our purpose is two fold: First, to adapt all our senior English courses more exactly to the varying needs of our pupils; and second, to prepare those pupils who are going to college more specifically for the tasks with which they will soon be confronted, not only in English courses but also in general college work.

At the beginning of the year we ask those pupils who are planning to go to college, or hope to go, to enroll in this course. Although this group is not selected for high I. Q. or P. L. R. ratings, the tendency is, of course, for pupils of superior intelligence, for the most part, to be attracted into this course. In a few cases, pupils who were mentally unsuited to the work either dropped out of this course or clearly saw that they should discontinue their plans for going to college. May I digress a little here to add that we simuultaneously made some changes in our general English courses, deleting material which was purely college preparatory and attempting to adapt the work more practically to the needs of those who conclude their formal education with graduation from high school.

•

With the realization ever before us that we were hitching our wagon to a star, that our objectives far out-distanced any hope of complete accomplishment, we set up what seemed to us a rather ambitious assemblage of aims. We worked on the hypothesis that the greatest intellectual needs of a college student are: (1) To think logically, critically, and systematically; (2) to express himself clearly and forcefully; (3) to read rapidly with comprehension and retention; (4) to possess a vocabulary adequate to understanding and expressing ideas on a college or adult plane of thought; and (5) to have a well organized and workable knowledge of English grammar and usage. To these, of course, should be added the traditional emphasis on acquaintance with and appreciation of English and American literature. Of this last un-numbered point in our program of objectives I shall say no more except that we attempt especially to stimulate interest in modern and contemporary literature of all types, including newspapers and magazines, as an approach to interest in the older classics.

As the first step in our five-point program, we have a class discussion on the urgent necessity that a person who is to deal with ideas acquire effective reading skills. Here we also bring out that, in the final analysis, most of the work of a high school preparatory course, of a college curriculum, and of the higher professional and executive callings consists of the manipulation of ideas. A standardized reading test (Shank Test of Reading Comprehension, Test III, Form A) is then given. The individual results are posted on the bulletin board in order that each pupil may see his ranking in the class and whether or not he is above or below the established median. The publicizing of the results of this test has proven to be an excellent motivation of the interest of the class in improving and perfecting its reading skills.

•

We next try to determine just what it means to read with comprehension. Aided by a little demonstration, we soon see that it is getting to the exact meaning of the author and reproducing his ideas in our own words, either subjectively or objectively. We perceive that a fast comprehensive reader is carrying on this process so rapidly that the steps are indistinguishable. We find, too, that the reader must constantly question himself on the reading. This process also is indistinguishable in a very rapid reader but is nevertheless present, although perhaps unrecognized by the reader himself. We note how much more quickly and accurately a person gains the meaning from a selection which he chooses to read because of extreme interest in it or curiosity about it. That is, he goes to the reading with burning questions in his mind.

Now, what are the chief difficulties in understanding another's thoughts recorded in writing? The peculiarities of his vocabulary, his style, and his arrangement of material. Here one may see points one, two, and three of our pre-conceived program emerging and correlating: The need for developing the ability to think effectively and to express oneself well, and the necessity for an adequate vocabulary.

To aid the class in perfecting its reading and thinking techniques, we find the book entitled *Reading Through Precis,* by Mabel A. Bessey and Isabelle P. Coffin (D. Appleton-Century Company) to be well adapted to our purposes. Therein the class has a systematic persentation of the successive steps in comprehending another's ideas and reproducing them accurately. The book offers much material for practice in finding the central thought in a paragraph, in determining the relationships of ideas, in arranging them in outlines, and finally in reproducing the reorganized material in a précis. Attention is also given to showing the reader how to ask himself pertinent questions, how to develop vocabulary-enlarging habits, how to resolve figurative and poetic language into literal terms for purposes of understanding, and how to appreciate and use transitional expressions as aids to the smooth flow of the stream of thought.

•

Near the conclusion of the course, when *Reading Through Precis* has been completed and the class has had practice in analyzing other selections chosen at random from all types of reading, another standardized test is given. This time we use the Iowa Silent Reading Test because it emphasizes particularly the type of work we have been doing. No one in the college preparatory classes of two years has fallen below the established median for high school seniors, and a majority of the pupils equaled or surpassed the median set up by college freshmen.

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In order to stimulate interest in a quick and intensive review of grammar and usage (point five in our objectives), we use the diagnostic test accompanying the McCormick-Mathers Company's work pad designed to prepare students for college, entitled *Review for Mastery in English*. Again, so that each pupil may see exactly where he ranks in relation to the rest of the class, the results of the test are posted. The class appeared to dig into the work pads with considerably more zest for grammar than previously evidenced. When the pad was completed, one of the boys in the class remarked that he would like to see the subject of English grammar outlined and organized as Latin and French grammar is presented to learners. Since every pupil in the class studied either Latin or French or both, they seconded this request with enthusiasm. Perhaps many modern pedagogues would frown on this procedure, but the class seemed to get a real thrill in listing the various moods, tenses, and voices of verbs, the cases of nouns and pronouns, et cetera, and in comparing them with corresponding Latin and French forms. The teacher interpreted this manifestation as an indication that the more mature and intelligent pupils actually were developing a fondness for analysis, arrangement, and comparison.

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At the close of this unit, the *Review for Mastery in English* achievement test is given. The class is much interested in checking their grades with those they had made in the previous diagnostic test. No pupil failed to improve his grade, and twenty-five per cent. of the class made perfect scores. The Pribble-McCrory Test in English grammar and usage was also given at this time. In this test, no pupil fell below the established median, and most of the class made grades considerably above.

In the back of the above-mentioned grammar pad are two pages of words with which a pupil entering college should be acquainted. Formal drill with these word lists supplements the work on vocabulary enlargement in connection with the reading, outlining, and précis-making activities. An article appearing in the *Atlantic Monthly* of February, 1934 (Volume 153, Number 2, pages 160-166), entitled "Vocabulary and Success," by Johnson O'Connor, which discusses the high correlation between success in business and the possession of a large vocabulary, proved to be very convincing to the class, especially to the boys, and directed them toward the dictionary with renewed inspiration.

Incidental to the regular outlined course, we frequently have class discussions on topics of general but very vital interest to prospective college entrants, such as the selection of a college suited to the individual needs, the expenses of higher education, the advisability of working one's way through college and the opportunities for doing so, the advantages and pitfalls of dormitory life, points to be considered in electing college courses, the proper adjustment for the individual between curricular and extra-curricular activities, the misrepresentation of college life in the movies, and so on ad infinitum. Following the lead of the teacher, the pupils brought in relevant newspaper clippings, magazine articles, books, and even word-of-mouth comments to be considered by the class. This practice not only disseminated factual information but also developed critical and analytical thinking on controversial subjects. Some attention was also given to effectual techniques in taking lecture notes.

In any case, of course, "the proof of the pudding is in the eating." The benefits of the eating of this college preparatory English course, if there be any, as we hope there are, are so very subjective in each person's ex-

perience and so very inaccessible as yet to testing that we cannot make many definite claims for it. We can say that our testing showed immediate improvement in the skills tested. What the permanent assimilation will be no one can predict. It is our hope that these test results indicate the beginnings of ultimate abilities and habits. A number of pupils observed that their work in English was helping them in other subjects, such as history, sociology and debate. While they were at home from college at Christmas recess, boys and girls who had taken the preparatory course the previous year reported that they found direct and specific application for the work done in our English class. In a few instances they admonished their successors in the course to diligence, and the teacher found that talks given by the college freshmen about their work and the need for adequate preparation had a very salutary effect upon the class. We believe we can at least say with modesty and honesty that even a partial attainment of the goals we have set up should prove beneficial to any pupil, whether or not he ultimately enters college.

High Schools May Have Empty Seats

By RUFUS D. SMITH
Provost, New York University

The author predicts a drop in high school enrollments after 1937 — and gives his reasons.

HIGH School enrollments, which have been increasing since the beginning of secondary education in this country, will pass their peak by 1937, and after a year or two generally decline.

The principal cause of the expected decline is the falling birth rate. Already in some cities there are not enough children to occupy the desks in the lower grades although the upper grades are crowded.

High schools will not feel the sharp drop in the birth rate, which began shortly after the close of the World War, for another year or two.

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The depression and the scarcity of jobs has caused an abnormally large number of children in the upper grades to remain in school, and if a return of prosperity coincides with the year when the high schools first feel the effects of the lowered birth rate they will experience an unusual drop in registration.

It would seem as if the tremendous pressure of school children on school facilities of the last thirty years is rapidly nearing an end. For at least fifteen years it will gradually lessen, now in the elementary schools, then in the high schools, and later in college. Every school district in the country must be alive to these facts, otherwise it would be easy to make the mistakes of overexpansion, especially when easy Federal money is available for the asking.

The same factors which will cause a crisis in education will also have a tremendous effect on business and social security.

During the next twenty years there will be an increase of 50 per cent. in the number of people over 65 in America, and a 25 per cent. increase in the age group 45 to 64, while the proportion of youth will move steadily downward not only on a percentage basis but in absolute numbers. This is the reason why America suddenly finds herself face to face with the problem of old age and social security.

A larger share of future taxes must go to meet these newer problems not present a few years ago when America was a land geared so largely in psychology to the needs of children. Children must now share with old age the taxes formerly collected for their benefit and, with a fewer number of children passing into adult life, only the future can tell what burden of debts this country is now placing on their backs.

The birth rate in New York State dropped from 22.4 per thousand in 1921 to 13.6 per thousand during the first nine months of 1935.

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It is interesting to note that in spite of the fact that the population of the state as a whole has been increasing, the absolute number of births has been decreasing as well as the birth rate. From a total of 240,210 in 1921, the number dropped to 198,195 in 1932, while the birth rate declined from 22.4 to 15.2. The drop has been steady since 1921.

The causes of birth reduction are, therefore, not primarily traceable to the depression, although it may have accentuated the movement, but it arises out of fundamental, far-reaching, startling population changes in American life.

Up to the time of the World War, immigrant families with a high birth rate supplied an ever increasing number, but when we shut off that source, it put in reverse 300 years of American population trends. The second generation group adopted the conveniences of American life with a very small family.

The government's report on "Recent Social Trends" published in 1932 predicted that "there will be about 1,000,000 fewer children aged nine to fifteen in 1940 than in 1930."

If this prediction is true, then the first effects of this trend on the high schools will be felt in the year 1937 when the thinning ranks of children of thirteen reach the doors of the secondary schools. In 1937, following the children of thirteen, will be the still fewer ranks of the ages one to nine, since in those years will be found the combined effects of a lessened birth rate and the postponement of marriage due to the depression.

Even if the birth rate increases with a return of prosperity, it will take fourteen years before it will affect high school enrollments. In the meantime the country is faced with fourteen elapsed years of an absolute loss in numbers of children due to a declining birth rate.

Absence of work opportunities has forced a large number of children to remain in school, so it is unlikely that an even greater proportion will continue to go to high school and college and thus off-set the decline due to the birthrate.

With the return of prosperity private schools will gain some of the enrollment losses of the past few years.

Many students who otherwise might have gone to private schools during the past few years have been forced through lack of resources into public high schools. A return to more prosperous conditions should reverse this flow. The same trend will apply to children attending parochial schools.

Any large additions to high school buildings at this time because a superficial glance at the enrollment statistics shows a steady increase would result in a heavy, unnecessary, and educationally unwarranted expense to taxpayers.

Any such unnecessary burden will have a damaging effect upon the possibilities for raising the level of teachers' salaries, and will militate against the best interests of the school in other directions. Districts which have at other times built unwisely and ahead of the future needs have found in some cases that the burden of these costs was borne by the teaching staff. In other cases, cuts in the salaries of teachers rather than taxes have met the overheads of unwarranted expansion.

Helping the Poor Reader

By GARRY C. MYERS

IN recent years there have come out of the psychological laboratory valuable researches on the analysis of reading difficulties. From these studies have developed many reading clinics, materials and devices for assisting the poor reader.

But these helps are not yet available for the average teacher. She, of course, can administer a standard reading test. From the results she can ascertain how each of her pupils rates in speed and comprehension. But what is she going to do about the findings? In case her class generally ranks low on the scale she probably will merely "step on the gas" a little harder, and attempt to urge the children to exert more effort, stirring up in them unfavorable emotions. As for the few very poor readers in her class, she has found them all too easily without the test. They doubtless are her biggest worry. In her zeal to help them, she is tempted to devote excessive time to them at the expense of all other children, "wearing herself ragged."

The writer ventures to propose a few practical suggestions for such a teacher.

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First of all is the need for the teacher to comprehend the simple principle applicable to all studies, that the learner must feel he is succeeding in order to be interested, therefore, to put forth his best efforts; and that, moreover, in order to succeed, his learning task must be within his reach.

Now almost any teacher of an average group of children, say in the fourth grade, must know that the reading text for that grade is far too difficult for the noticeably poor readers. Her first problem is to ascertain the degree of difficulty at which each of these poor readers can succeed. She won't have to be an expert to do so. She won't have to employ a lot of paraphernalia. She won't even need a standard reading test. If she has easy supplementary readers in her room, she can quickly find the one easy enough for this particular poor reader. Having nothing easy enough in her room, she can borrow a reader from another teacher, one of several grades lower. In this manner she will keep trying the child on easier and easier books until she finds one he can read readily and intelligibly. Then she will put into his hands a reader of like difficulty. Preferably this book will not be labeled as to grade. Fortunately most supplementary readers are not. In case there is a school library, she will probably find a suitable copy there. This child will be set to read nothing harder, no matter what the text is for the regular class.

After he has read this book and shown proper gains, he will be given a slightly harder book. Perhaps he ought to be allowed to choose from among several books within the range of difficulty he can read. The less infantile the book, of course, the better. Ideally its content should appeal to one of his age, with

vocabulary one or two grades lower. Stories of Indians, animals and machinery, and directions for making and doing things might appeal strongly to him. Except for limited equipment, perhaps, this program should be especially adaptable to the one-room rural school.

Possibly this poor reader can be induced to read from such an easy book to a baby brother or sister at home or to a child in the neighborhood. No better way to motivate reading since it makes the reading child feel he is doing something quite worth while, affording another person pleasure. There are also obvious moral values in such measures.

In the event there is a typewriter in the classroom, it could prove very helpful to this poor reader. On it he could type from a book or, if another child would help him spell the words, he might prefer to write a story he makes up. Naturally he will enjoy reading it. If, happily, there is a typewriter in his home, the parents might be induced to proceed in like fashion.

In order to keep the poor reader in the classroom, it is quite essential that he be not made to feel ashamed to read from books easier than those read from by most of the class. Not enough, however, for the teacher to be sympathetic toward this child; she will also try to induce a tolerant and sympathetic attitude toward him by the other members of the class. Furthermore, his parents should also cultivate a helpful attitude, and if there is a brother or sister in the family their co-operation must be won.

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Sometimes slight retardation by a certain child in any school subject will grow to huge proportions because a younger brother or sister has surpassed him. Not infrequently, alas, the parents will try to urge the duller child to strive harder by comparing him unfavorably with a brighter brother or sister. In nearly every instance, such procedure adds to the slow child's discouragement and increases his arrears. The wise and skillful teacher goes over all such matters with the parents.

If there is a school librarian, she also can be led to help this poor reader by trying to persuade him to read easier books. Since most elementary grade children with library facilities are urged at school and at home to read more and more books for pleasure, the poor reader has on that account his feelings of inferiority concerning reading magnified. To please his teacher and his parents he goes to the library, announces his grade and is told: "Here are the books for your grade." He selects one, takes it home, tries to read it, finds it very hard and therefore uninteresting, closes it, and turns

Good teeth help youngsters to keep healthy and strong. Four Factors that aid Good Teeth are Proper Nutrition, Personal Care, Dental Care and plenty of Chewing Exercise. There is a reason, a time and place for chewing gum.
Forward Looking manufacturers call upon great Universities to make impartial investigations of their products. Results of such research form the basis of our advertising.
The National Association of Chewing Gum Manufacturers
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to find more satisfying pleasures. Who does for pleasure what is always painful? Who reads for enjoyment when reading is laborious?

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To help this child, the teacher will work with the librarian. Having been informed by the teacher about the reading status of each poor reader, the librarian will skillfully suggest to him when he is about to choose a book, "Here is one that you will like," naming one or several books easy enough for him to read. Then what a difference to this child!

The superintendent, supervisor, or prinicipal can effect considerable assistance to the teacher of poor readers by providing more unlabeled supplementary books, especially more that are one or several grades easier than those for the standard grade. The daily newspaper and children's magazine would afford considerable help. The comic strip of the newspaper is an excellent means for motivating silent reading in the slow learner. The advantage of a good children's magazine is that it contains a very wide range of reading difficulty. From it the poor reader can choose the easiest selections without being reminded of his low reading ability so much as he might be reminded even while reading from a supplementary reader. He can thus save his pride.

If the school has adequate health services, the vision of the poor reader will be tested, and if glasses are needed they will be provided, if at all possible. With defective vision, learning to read or spell may be almost an impossibility for children who with proper glasses would be able to make average or even better than average progress.

Some Wealth Fallacies

By LUCIA AMES MEAD

The public has much to learn about owning and earning, and about wise and beneficial spending.

THERE are few more dangerous doctrines than that we must employ people whether they make anything worthwhile or not, and that no matter how money is spent, we should spend to the utmost. A large part of the wealth owned by multi-millionaires has been unearned increment. If one earned $20 a day for nineteen centuries it would give him only $13,870,000. A few millionaires like Henry Ford have given a *quid pro quo*, and may be said to have given to the public what they have taken from it. But inventors as a whole have not become multi-millionaires, and have given far more than they received. A very large part of the riches which are in the hands of a few has come from oil or mineral wealth created by the Almighty, or from forest and water wealth which, for a small outlay, has been secured from an unobservant and helpless public, and which should have been preserved for the public welfare. Enormous fortunes have been made by men like the Duke of Westminster and the Astors, from the increased valuation of country land when the public built streets and factories and schools and churches, and turned their land into costly house lots in a growing city. Those who were privileged by ancient law to have the title to it might as well have been in an insane asylum for all that they accomplished by their own efforts. A notably rich man having upwards of $100,000,000 died, leaving all to his family, and not a cent to any public cause. It is this lack of recognition of the unemployed and wretched which breeds revolution.

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According to recent figures, only one family in twenty-nine received, even before the depression, as much as a $5,000 income; and more than half of all the heads of families get less than $1,500. No one can claim that the over 9,000 who have had net incomes of $100,000 or the fourteen who have had incomes of $5,000,000 each have by any personal effort earned these incomes. Even the great organizers and promoters and inventors who have contributed much to the creation of their own fortunes have been enabled to do so because of all the science and the research work of others who have contributed to the total result. All this consciousness of the difference between legal rights and moral rights as to possession of vast wealth should be borne in mind by every spender of every income, great or small. One need not be a socialist in order to deplore the vast inequity in the distribution of wealth and to recognize the certainty that growing civilization must readjust it. Far more important than learning all the kings and queens of England and foreign languages would it be for the future inheritors of great wealth in our fashionable private schools to learn the difference between earning and owning, and the moral obligations incumbent on persons of unearned increment.

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More than a generation ago a now forgotten millionaire, named Bradley Martin, gave a $50,000 ball. The public in general heartily approved. "Think of the florists, the dressmakers, the coiffeurs, the tailors and shops and manufacturers that were benefited," was the general out-

cry. A well-known economist said that he found it took a month of training to get through the heads of a college class the fallacies involved in this idea and to give the refutation. This country of quick fortunes and wicked waste has hardly yet even after the sober lessons of the depression gone beyond the kindergarten stage in knowing how to get money's worth, though Stuart Chase has done valuable service in teaching us some aspects of it. How many persons in this generation have learned more ethics and economics than was common in Bradley Martin's day, when four hundred privileged, but surfeited, persons tried to enjoy in a half-dozen hectic hours what, if spent wisely, might have employed just as many caterers, florists and dressmakers and also served many thousands of others as well as themselves? The same remarks apply to an $80,000 wedding display at Pittsburgh a few years ago.

Pleasure does not increase with expenditure, for man's capacity for pleasure is as limited as his capacity for reading or eating

(Continued on Page 572)

All in the Day's Work

By FRANCIS READ

A High School Principal

I Failed Miserably Today

I have been looking over the notes that I took at summer school several years ago in a course given by that masterful teacher, Dr. Edward O. Sisson of Reed College, Portland, Oregon.

I ran across this sentence: "The great word in teaching is *expectation.*"

Many other watchwords have been suggested for teachers. Leadership, co-operation, exemplariness—these are all good but I think that *expectation* is best of all.

We teachers and administrators must expect that each new day will be the best we have ever had. We must expect that the boy who failed yesterday will do well today. We must always have faith in each other, in our students, and in ourselves.

I failed miserably today in living up to this ideal. I doubted a boy's word. He has lied to me in the past but he has been trying to do better. He told me the truth today but I did not believe him. He was discouraged, and said to one of his teachers that he was going to leave school. I will have the office secretary send for him and when he comes I will apologize. Perhaps I can persuade him not to go.

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No Lost Minutes

"No time is wasted here," I said to a teacher today as I passed her desk after visiting her class.

Every minute counted in that room.

Students spoke distinctly so that there was no need of their repeating what had been said.

The teacher did no dictation for copying, but handed out in mimeographed form the material that she wished the pupils to have for their notebooks.

The pupils were addressed by short forms of their given names. There was no formal "Mister Winterbottom," but just plain "John."

The teacher was sufficiently prepared so that she did not hesitate in asking questions or in making comments. There was no painful waiting for unprepared pupils to try to answer questions about matters with which they were manifestly unfamiliar.

Everything was done in a prompt and lively manner.

All this brought joy to me, for I often think that the cardinal sin in many classrooms is *wasting time.*

Pedagogical Pennings

By R. L. HUNT

No. 8—Boards

THERE are many kinds of boards, such as school boards, church boards, town boards, little boards, big boards, narrow boards, and broad boards. Most of us remember the cartoon of the "Board of Education" with a lad across his mother's lap being applauded with a board.

The reference to the narrow and broad boards reminds us of a statement read somewhere to the effect that one can easily tell a little fellow from a big fellow by the way each reacts to praise. The little fellow swells up, the big fellow broadens.

The writer is especially interested in school boards. The school board member is one of the least appreciated persons in the world. If he does his best he is criticized, if he does nothing he is "cussed," if he tries to take the middle of the road he gets both cussed and criticized for being a "fence straddler." And all this without pay.

What do these boards do? Too many things to give a complete list. But they handle the finances of the organization, determine policies, see that efficiency is maintained, select managers, and people well trained to conduct the affairs of the organization.

If each citizen would resolve to get the facts before criticizing the board, most possibilities of "crabbing" would be removed. As teachers, let us see that the school patrons know about the schools, and in this way lighten the burden of the Board of Education.

This may seem a bit too serious, but remember the Boards are our bosses, and that it is diplomatic to say only nice things about such people. God bless the good board members, but help the others.

The Teacher and the Times

THE EDITOR ANALYZES PROBLEMS OF SOCIAL CHANGE

Two Dragons

DEMOCRACY in the United States has two principal dangers. These are not, as many suppose, communism and fascism. The two dangers are—indifference and fear.

Democratic governments do not maintain themselves automatically. Some one has to watch over them and decide how and by whom they are to be operated. And that some one will either be an enlightened citizenry, eternally vigilant against the abuse of power, or it will be a small clique of professional politicians looking out for self-aggrandizement and the exploitation of the people's rights and resources. If the rank and file of citizens do not guard their institutions and entrust them to wise and honest men, the experiment ends in failure.

The second danger is fear. Fear of external foes or of internal woes may easily prompt a nation to commit some serious act of folly.

Signs of fear are not wholly lacking in the United States. Certain groups are hysterically demanding laws to curb free discussion of fundamental principles and policies of government. Should such hysteria become sufficiently widespread, it might cause the undermining if not the ultimate collapse of our free institutions.

There is abundant reason for faith in the American form of government and its ability to provide the conditions most favorable to the development of a still greater and still happier people. Fear in the midst of poverty, as in parts of Europe, may be inescapable. But fear in the midst of abundance, as in America, is inexcusable.

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Provost Smith's Prediction

ELSEWHERE in this issue we present the statement and warning of Provost Rufus D. Smith of New York University regarding the trend of high school enrollments. The declining birth rate in the United States has already made perceptible reductions in the numbers attending the elementary schools. And those smaller classes will soon reach the high schools. What percentage of them will enter and continue through the high schools? That is the great uncertainty. The prediction of the provost that the peak of high school enrollments will be reached in 1937 is sufficiently important to demand consideration by all who plan new schoolhouse construction to meet future needs. To go ahead on the mere assumption that high school attendance will continue to grow as rapidly as it has grown in recent years, would be unwise.

But there is one very important factor which Mr. Smith has seemingly overlooked or underestimated. That is—the persistently rising social standards of the American community, which call for more years in school for more of our young people. There is no assurance that improved business will relieve the pressure upon high school facilities. What if sixty or seventy per cent. of the boys and girls join the procession moving up through the secondary schools instead of the fifty per cent. now doing so? Social trends in this nation are not easily turned downward. The broadening and democratizing of the high school curriculum renders the high schools attractive to more boys and girls. More and more of them may wish to avail themselves of these newer offerings. More and more of the parents will be ambitious to send their children through high school and into college. This tendency may mar the validity of the provost's calculations. Somehow we hope it will.

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Protect Consumers

FOR many years the Federal Trade Commission has kept an eye on business practices which were regarded as unfair. At first the commission's authority was limited to investigating alleged frauds; reporting them to the public; and initiating action against the transgressor in the courts.

Since the fall of the NRA, the commission has exercised additional authority to forbid practices which constituted "unfair competition."

But the commission feels that its authority to block trade practices which are unfair to competitors does not sufficiently protect the public at large.

Hence the commission would like more power—power to shield the public from unfair and deceptive practices quite apart from whether these are injurious to competitors.

This proposal is worthy of thorough study. It would grant the commission almost as much power as that possessed by the late NRA, which the

Supreme Court unanimously ruled out of order.

Yet something is needed to prevent the larger group from being preyed upon by some smaller group which may happen to be in position to take unfair advantage.

How about price-fixing? Certain economists believe that artificial holding up of price levels is responsible for retarding recovery.

Would the Federal Trade Commission, if armed with the extra powers it has requested, be able and ready to stop price-fixing as a practice unfair to the general public?

Might it, by chance, be better to dust off the old antitrust laws and apply them to the same purpose?

Certainly the point is well taken that the public outside any given trade deserves protection.

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Italy Clouds the New Day

SUPPOSE we stop to examine our feelings about Italy. Italy is trying by force of arms to conquer Ethiopia, so that she—Italy—may have room to expand; room to extend her markets; lands to possess, to inhabit, to extract wealth from; territory to contribute a sense of power and grandeur. A vast military machine has been built up and must be used. Perchance, too, a dictatorship must show results or lose its grip.

Public opinion in the United States listens to Italy's plea that she is doing only what other nations have done before her, but is not impressed. Italy has begun too late.

No doubt our government could join forces with other governments to check, by means of war, the outrages which are being committed by Italy.

But our sentiment stops short of this. The thought of burning our fingers in another war is abhorrent. We have seen how futile war is, and how costly—especially when undertaken on a large scale—to make the world safe for anything. So our government, with a fairly accurate reflection of the popular will, has adopted its new policy of neutrality. America has chosen to keep away from the thing that drew America into the World War—namely, war trade, and the obligation to protect it. Certain products, such as arms and explosives, must not be sold to warring nations. American firms which carry on trade of any sort with belligerents will do so at their own risk. Increasing efforts will be made to cut off financial borrowing which would prolong the war; also to reduce shipments of oil, cotton, scrap iron, and other materials which are just as essential as munitions. The American program does not coincide at all points with that of the fifty nations of the League that are applying sanctions against Italy. But—our nation is evidently hoping to help shorten the war in Ethiopia and to keep out of any wider conflict that may arise from that of the two countries now at war in Africa.

Why does America feel as it does about aggression and war? Is it due to a temporary mood? Or is it because a New Day is at length dawning?

That New Day has not fully arrived. The sun remains low and struggles to shine through thick banks of cloud. But America and a large section of mankind dimly perceive that this is another day than the one that was so marked with blood and greed and ruthlessness.

War has been outlawed. A World Court has been set up to provide facilities for the settlement of disputes. A League of Nations strives, through all sorts of limitations and human weaknesses, to forestall wars and to halt the aggressor—even at the risk that penalties jointly imposed will provoke a more general war. These are but the faint rays of the morning sun spreading over a world that is but imperfectly prepared to welcome them.

We feel as we do about those acts of international burglary because for the first time in history a sense of the immorality of cave man tactics among nations has begun to spread throughout the earth.

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Deflating the Pigskin

PROFESSIONALISM in college football received a merited rebuke recently from President James Rowland Angell of Yale. Affirming that Harvard, Princeton and Yale are definitely determined not to use "hired men" on their teams, Dr. Angell declares his belief that more than seventy per cent. of the country's colleges and universities follow a contrary custom of commercializing this major sport.

Dr. Angell predicts the falling off of public patronage if the game goes much further than it has so far gone in the direction of subsidizing players and focusing upon gate receipts and victories. He points to the decline and virtual disappearance of college baseball since it entered into rivalry with professional teams.

Football shows no signs of having lost the interest or patronage of the public. Yet its value as an undergraduate sport has long been undermined by those coaches and alumni bodies who regard the game as a means of money-making and of attracting students. Football is intrinsically much too fine a sport to be thus treated.

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And so—a Merry Christmas, and a New Year of more Solid Achievement and less Frothy Agitation!

Auson W. Belding

The Round Table

Goldbricking

There is only one conclusion that can follow a careful consideration of such an experiment as that of Dr. Guy M. Wilson of Boston University, and that is that this professor of education is fully in line with what appears to be the common ideal in present school practice—that of committing as little to memory as possible in order to get by at examination time, and ignoring completely the idea of getting an education or learning the principles involved in the processes used in arithmetic.

If there were any attempt to teach the principles in solving problems in fractions, there could be no question raised as to what specific problem is to be used. How can any teacher teach, or any pupil learn the principles involved in handling halves, fourths, thirds, or sixteenths, without learning to solve problems containing any other simple fraction?

This whole experiment, reduced to its actual performance, is simply a question of whether, so long as we no longer teach fractions (or much of anything, for that matter) it is better to keep drilling boys and girls on blindly performing operations with a few of the more commonly used fractions; or ought we to spread the drill over a larger number? The answer is that the fewer fractions thus committed to memory, the more likely will be the desired passing mark, provided it can be arranged that the final examination is to include no test of the pupil's knowledge of the subject of fractions and be confined solely to examples within the narrow limits of the few examples on which the boys and girls have wasted their time. To thus escape any attempt to learn to solve problems containing fractions is pretty certain to get the pupil through school and out into the world of affairs where he will sooner or later discover that he has been goldbricked by those who have been trusted to teach him a few of the things essential in adult life.

Is it any wonder that a friend tells me that his daughter, a high school graduate, always asks, when he gives her a problem, whether she is to multiply or divide? How long are the people to continue paying for such humbuggery in the name of public education?

F. H. SELDEN

Lundys Lane
Pennsylvania

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Our Task Obscured

Over and over we come from Institutes and teachers' meetings disgusted with the puerile triviality of much that is discussed. Many of us wonder if this is a sign of poor professional spirit or a state of mind developed by the profession. Does the daily quibbling with small minds tend to cause us to lose sight of greater objectives? Does the small kingdom every teacher tends to build for himself make him feel that his own point of view is the only right one? Our task loses its gigantic proportions in the maze of day-by-day work. But what can we do about it?

LOUISE FLYNN

Du Quoin,
Illinois.

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Intelligence and Marks

In a large number of our smaller schools there is no program of intelligence testing. Many teachers are not familiar with the general results of such testing.

Is there anyone who has not heard of a dull school boy who has later made good? Have you wondered how Fate operated to bring such changes about? Perhaps you laid it to the bias of a teacher or to a streak of luck. At any rate there are those cases where school failure has been followed by success.

The pupil in a given class with the highest intelligence quotient will seldom have the highest marks. As a matter of fact, if the most intelligent pupil is a boy, his chances of leading his class in marks is less than 1 in 4. If a girl is the most intelligent her chances are better, about 1 in 3. The correlation of intelligence and marks for girls is .51, for boys only .24. These results are based on the four years of the normal high school course. Basing the work on the last two years, as is commonly done in determining graduation order and college preparatory marks, figures change. The correlation for boys increases to .41, while the girls remain at about .50.

What of the extreme groups, the upper and lower quarter of all pupils, boys and girls? The correlation between intelligence and marks for the upper quarter is almost nothing, only .05. For the lower quarter it is —.23.

Correlation between marks and intelligence is higher for girls than for boys. It increases for boys as they move along by grade. Correlation is almost lacking in the upper quarter of both sexes and is negative in the lower quarter.

So don't scold Johnny when he does only ordinary work when you feel sure he is bright. He may step out and lead the parade yet.

HENRY L. FARR

Somerville,
Massachusetts

•

Likes T & T

I am so enjoying your editorial pages! They are a vital part of the Journal to me.

PETE ROSS

San Diego
California

The News Digest
OF EDUCATION

Scores Oaths
Cadman Terms Them "Nefarious Business"

NEW YORK. — Teachers' "loyalty oaths" were classified as "nefarious business" by the Rev. Dr. S. Parkes Cadman, of the Central Congregational Church, speaking before 2,162 members of the Protestant Teachers' Association. They were, he declared, an "important interference with academic freedom and a reflection upon the most serviceable body of public servants in the United States."

Ban on Reds
Chicago Takes Stand On Advocating Communism

CHICAGO. — Teachers advocating communism will not be tolerated in the Chicago public system, Dr. William J. Bogan, superintendent of schools, recently declared. He said: "Chicago teachers will not be permitted to advocate communism, and any who do will be cited before the trial board." Dismissal from the school system, he said, would follow conviction on charges of spreading subversive doctrines in the classrooms. Dr. Bogan's statement of his attitude toward the advocacy of communism in the schools was prompted by recent action at Washington, D. C., where Comptroller General McCarl, by reason of a federal enactment, has issued orders requiring all District teachers to sign affidavits before receiving their government checks, affirming they have not advocated subversive doctrines.

College Hazing Wanes in West; Initiations Largely a Memory

DENVER, Colo. — The blow that bruised father—the whack of a yard-long paddle against the seat of freshman slacks—is becoming just a memory on the American college campus.

Hazing and "hell week," once twin ordeals to test the loyalty of the first-year man at any school, are on the wane in most Midwestern and Pacific Coast schools, a recent survey showed. In many others the practice already is forgotten.

At the University of Illinois the paddle swingers can be remembered only by the oldest students. In other Big Ten schools the torture has disappeared or is on its way out.

Along the Pacific Coast the stick still is a tradition but its force is gone. Stanford, Southern California, both branches of the University of California, and Washington still "fan the frosh" after a fashion, but the bruising touch is passe.

The University of Kansas "K-men" have substituted leather paddles for bats of old. Other Big Six schools, such as Missouri, Nebraska, Kansas State, and Iowa State, still haze, but "with moderation."

Paddles are prohibited on the campus of the University of Colorado and frowned upon at Denver University.

Marquette upper classmen abolished their paddles a year ago, and they are gone from Utah and Utah State.

Voted Down
College Heads Spurn Antipacifist Resolution

BOSTON. — An anti-pacifist resolution proposed by Dr. Parke Kelbe, president of Drexel Institute, Philadelphia, at an open meeting of the Association of Urban Universities here lay in the rejection box as a result of an 18-to-4 vote. The resolution asked that educators disapprove activities of the National Students' League and the League for Industrial Democracy. Prominent in the discussion in opposition to the resolution were Dr. James B. Conant, president of Harvard University, and Dr. Daniel L. Marsh, president of Boston University.

"Is Education a Good Thing?" Dr. Cabot Thinks It "Neutral"

NEWTON, Mass.—Formal education is of doubtful intrinsic value to the mental and spiritual growth of youth in its failure to determine the "growing edge" on which to base its beginning, Dr. Richard C. Cabot, of Andover-Newton Theological School, recently told the eighth annual conference of associates of the Church Home Society.

Dr. Cabot held that formal, undergraduate education teaches youth little, providing him only with tools which he may later use either for good or bad, and decried the inability or unwillingness of educators to try and find out what the real interests of youth are, and the exact point their intellectual development has reached.

"There is nothing hard about undergraduate studies," he said. "The student sees boys all around him passing through without a bit of work. It is not until he gets into the graduate schools that he finds hard work, a real test that he can bite into.

"All this makes me ask, 'Is education a good thing?' Well, I don't know. I should call it neutral. It provides tools which may be weapons for good or bad. I think education fails utterly to aid the growth of our youth.

"I hope that through study we may develop some technique to find this growing edge from which to start."

Carnegie's Extras
Funds Handed Out On Personal Visits

PITTSBURGH, Pa.—The amazing gifts to education made by Andrew Carnegie, whose centenary was celebrated recently, are usually thought of in three categories—those for libraries, those for research, and those for teachers' pensions. Yet in his lifetime the little steelmaster handed out some $20,000,000 to individual American colleges, often in the course of personal visits. The reason why these benefactions are sometimes overlooked is the fact that they were distributed widely in relatively small amounts—usually from $10,000 to $50,000. The few larger sums usually went to Southern institutions for mountain youngsters and for Negroes. To Tuskegee Institute, for instance, Mr. Carnegie gave $600,000, while to its president, Booker Washington, he presented a life pension, so that, freed from financial anxieties, he could devote his whole attention to his work. Hampton Institute for Negroes and Indians also was substantially aided.

The Spirit of Education

Copyright, Silver, Burdett and Company, 1935

Progress of American Education Memorialized in Mural Painting

NEWARK, N. J.—As a feature of its semi-centennial celebration, the firm of Silver, Burdett and Company, of this city, schoolbook publishers, commissioned the artist, N. C. Wyeth, to execute a mural painting symbolic of educational progress. The result is an impressive work of art.

The central figure, the Spirit of Education, is approached by two processions. That coming from the left represents the pioneer teachers. In it will be seen the Colonial schoolmaster (with children carrying hornbooks); a Franciscan priest; two Dame school teachers; the Negro educator, Booker Washington; Franklin, Jefferson, and Joseph Lancaster. The right hand processional is led by Horace Mann. Beside him stands Mary Lyon. Next is Henry Barnard. Then Lowell Mason, who introduced the teaching of music in the public schools. Others are John Dewey, Charles W. Eliot, and Francis W. Parker. The onward sweep of civilization in America, from log cabin to modern skyscraper, is suggested by Mr. Wyeth's painting.

The firm of Silver, Burdett and Company was founded April 21, 1885, at 50 Bromfield street, Boston, by Edgar O. Silver. Mr. Silver died in 1909. His successors in the presidency of the company have been Mr. Arthur Lord, Mr. Haviland Stevenson, and, since 1927, Mr. George L. Buck. The company has offices in New York, Boston, Newark, Chicago, San Francisco, Little Rock, and Dallas.

A six-color reproduction of the Wyeth mural will be sent upon request to schools and educators who may be interested.

Study Radio

Michigan Students Learn Broadcasting

ANN ARBOR, Mich.—More than 100 students at the University of Michigan are training for the profession of radio broadcasting. Besides preparing, directing, and presenting daily programs, they elect courses in languages, dramatics, advertising, business, political science and the history and appreciation of music. Experienced broadcasters from Detroit stations lecture on all phases of the business from the sale of commercial programs to station financing. The fact that the national radio chains will employ only university graduates as broadcasters has increased interest in the course.

Child Labor Day

Committee Designates January Week-end

NEW YORK.—Following a custom of more than a quarter century, the National Child Labor Committee has designated the last week-end in January, 1936, as Child Labor Day—dedicated to the thousands of American children whose lives are still shadowed by the threat of industrial exploitation. Seven states now have laws prohibiting the use of children under sixteen in manufacturing, at least during school hours, and it is hoped that others may be added to this list during 1936.

Aid for Parents

More Education Available Than Heretofore

WASHINGTON. — Fathers and mothers in the United States today have many more opportunities of learning how to be better parents than did their own fathers and mothers, or their grandparents. The Office of Education made this announcement upon completion of a study of Parent Education Opportunities by Ellen C. Lombard, specialist in parent education. The survey conducted by Miss Lombard revealed that today's Father Smith or Mother Jones can get plenty of help in solving their home problems. This help can come from the Federal Government, national, State, and local agencies and organizations whose main interest is parent education, and even from public schools, colleges, and universities.

Trend to Fascism

BROOKLYN, N. Y.—In war-threatened Europe what is the dominant feeling today among university youth? Joseph Cadden, secretary of the National Federation of America, who recently returned from international student conferences abroad, believes that almost everywhere such youth is leaning toward fascism. In France he found student leaders either followers of De la Rocque and his Croix de Feu or of monarchist factions. Austrians, pledging allegiance to Von Stahremberg for the moment, hoped to become Nazis in the near future. The Swiss were daily enrolling at Nazi headquarters. Bulgarians had their Patriotic League and Rumanians their Iron Guard. Belgians and Dutch were organizing "strong arm outfits" against Socialists and Communists. Italians and Germans, of course, are already in the Fascist fold. Only in England and the Scandinavian countries did he find students still believing in democracy.

New Aims Needed

NORWICH, England.—The aims of the present educational system need to be redirected "if we are not unconsciously to bring up a race which, with its mind stunted, its capacity for freedom undeveloped, will be easy prey for the politician, the journalist, and the dictator," the British Association for the Advancement of Science was told recently. In a paper discussing the vital relationship between education and freedom, A. W. Pickard, Cambridge, president of the education science section, discussed dictatorship and regimentation of peoples. Italy, Germany, and Russia were examples.

Among the Schools

Health Work

Complete Follow-up Maintained in Rockford

ROCKFORD, Ill.—Health work at the Abraham Lincoln Junior High School is closely correlated with all other school activities through a program executed by a registered nurse under the supervision of a physician. At this school the children are examined by a physician. Health histories are taken. Pupils whose physical health would be jeopardized by strenuous exercise are excused from gymnasium and other athletic activities. Classes in home nursing and other specialized subjects are given by the nurse in connection with science courses. Pupils exposed to tuberculosis are asked to be examined by the municipal tuberculosis sanitarium physicians. Through frequent inspection of pupils by the nurse, who also investigates the causes of absence, communicable diseases are effectively controlled. Motion pictures and other visual educational devices are used liberally as aids to teaching health.

Turkey for a Nickel

PHILADELPHIA. — "Turkey dinners" for five cents are being offered in Philadelphia school cafeterias once each week until Christmas. More than 10,000 pounds of turkey have been purchased by the cafeteria department. Each "dinner" will actually be a hot turkey sandwich made up of one ounce of turkey, two ounces of gravy, and two slices of bread.

Free Lunch

Federal Funds Feed Indian School Children

OLYMPIA, Wash.—Indian children were provided with 5,359 hot lunches at school during September by federal funds, L. D. Burrua, director of research for the State Department of Public Instruction, reports.

Married Teachers

Croton Not to Hire Women Who Marry

CROTON, N. Y.—Married women will not be allowed to teach in Croton public schools in the future, it was announced by the Board of Education. Under the new policy, the contracts of three married women who now teach in the local schools will not be renewed at the end of the school year, it was said. Women who marry after entering the school service also will come under the ban. Only one member of the board, Ernest S. Holcombe, voted against the ruling, it was reported.

Scans Books

Washington Looks Into Red Aspects

WASHINGTON. — Certain textbooks used in the senior high schools of Washington will undergo a thorough examination by a special committee to ascertain if they are "communistic" as charged by the Federation of Citizens' Associations. The textbook inspection is a phase of the controversy over the teaching of communism that has gripped the capital educational circles for several weeks. It grew out of a law passed by the last Congress requiring teachers to sign a pledge stating that they have not taught nor advocated communism before they can draw their salaries. Dr. Frank W. Ballou, superintendent of schools since 1920, has announced that he will follow the opinion of Corporation Counsel E. Barrett Prettyman interpreting the law to mean that communism might be mentioned although it could not be advocated. Congress will probably be asked to clarify its intent when it convenes in January.

Awards Made

School Publications Judged on Merit

BRAINTREE, Mass.—The Wampatuck, school magazine of the Braintree High School, was host to the Southeastern Massachusetts League of School Publications recently. The address of welcome was delivered by Principal James L. Jordan. Alanson Sturgis, of Milton, presided at the business session. The awarding for the school newspaper went to the Bulletin, Watertown High School paper, in the Class A competition, and to the Durfee Hill Top, school paper of the Durfee High School of Fall River. In the magazine class, the Reflector, publication of Weymouth High School, captured top honors in the Class A competition, with the Wampatuck, local magazine, the Class B award. There were 200 delegates in attendance.

Redistricting

Recommended for N. Y. Rural Schools

SYRACUSE, N. Y.—Ray P. Snyder, director of the rural education division, State Department of Education, addressing the New York State Home Bureau Federation here, called for the division of all rural New York into central school districts. His recommendation was that "the Governor and the Legislature set up a competent state commission provided with plenty of power to complete the redistricting of the rural areas of New York State, following the pattern of the larger central school districts."

Seek Estate

Additional Grounds Would Enlarge Play Area

MANCHESTER, N. H.—The school board recently adopted a recommendation of a special committee to ask the board of Mayor and Aldermen for an appropriation not to exceed $4,000 for the purpose of acquiring the Maynard estate property on Merrimack street, raze the buildings and grade the grounds. The reason for acquisition of the property in question is to give the children of Maynard School more playground space. The property is located back of the school and will give the pupils of the school suitable space for the recess periods and keep them away from the heavily traveled Union street, it was said.

System's Growth

135,075 Pupils Use Boston's 316 Schools

BOSTON. — Boston's school system shows remarkable growth. Within the last thirty years the number of buildings used permanently for school purposes has increased from 214 to 316, while the number of pupils has jumped from 102,880 to 135,075. In percentages, a 31 per cent increase in pupils has resulted in a 48 per cent increase in school building. School expenditures last year in Boston were approximately $17,000,000. In a recent history of the department issued by the city, it is revealed that more people use the schools of Boston than use the South Station, and in turn that more people use the South Station in the City of Boston than use New York's Grand Central Station.

Grading Studied

Standard for Marking Pupils Urged in Report

ST. LOUIS, Mo.—A correction in inequality of grades given pupils by individual teachers would reduce the volume of failures in the public high schools, without lowering prevailing standards of scholarship, it was declared in a report by George R. Johnson, director of tests and measurements of the Board of Education. "Tabulation of the grades given by each teacher in each school," said the report, "reveals very clearly that no consistent standard of grading is pursued by all teachers. The variations between teachers are too extreme to be explained by any other hypothesis than that of difference in subjective stan-

dards. In some cases, teachers of classes having pupils of superior ability as shown by age, intelligence, and standard achievement test scores, give their pupils decidedly inferior grades and decree a larger proportion of failures."

Plans Approved

Owensboro Asks Bids From Contractors

OWENSBORO, Ky. — Plans and specifications for the new Lee School and annex to the Western Colored High School were studied and approved by members of the city board of education at a recent meeting. Bids are now being asked from contractors. Lee School will be built of brick and will be two stories high, Colonial in style. The annex to the Western High School will be one story with basement. The building program will be financed through the PWA, the cost being $136,363.

School Started

Twenty-Six Year Campaign Bears Fruit

TOTTENVILLE, S. I., N. Y. — About 1,000 persons attended the laying of the cornerstone of the new $1,000,000 Tottenville High School here recently. The ceremonies marked the success of a campaign carried on for the past twenty-six years by residents to obtain a high school for their section of the borough. Students now have to travel fifteen miles daily to attend high school in St. George. The school will be in red brick, trimmed with granite. It will be three stories high and will seat 1,000 pupils. It will serve nine communities.

Bids Opened

Southbridge Ready For School Construction

SOUTHBRIDGE, Mass.—Bids for two new elementary schools here were opened recently. Bids on the West street school ranged from $93,689 to $109,000, while those on the Eastford road school ran between $92,548 and $107,400. It was reported that if the contracts are let to the low bidder, approximately $48,000 of the $255,000 appropriated will be available for equipment if needed and salary of the local building superintendent and clerk of the works. The bids are being reviewed by PWA authorities.

Expenses Cut

Philadelphia Lowers Supplies Appropriations

PHILADELPHIA. — A saving of $310,000 for textbooks and of $83,000 for stationery and supplies has been effected this year by the Board of Education's division of supplies, in spite of the fact that there are more children in Philadelphia schools now than there were last year. The saving is the result, officials say, of the constant watch for more economical materials and of buying standardized products in large quantities. Other important factors in the savings are lower prices which have prevailed during the depression, and an arrangement that permits the board to get credit for returning used books. In an average school year the schools use about 300 tons of textbooks.

Meet These Contributors

FRANCIS ROY COPPER (*"Personality Challenges the Teacher,"* page 553) was born and educated in Kansas. He received his A. B. from University of Kansas, and his M. A. from University of Chicago. For the past seventeen years he has been teaching in the Department of Education, Northern State Teachers College, Marquette, Michigan.

V. H. CULP (*"The Wind That Grew,"* page 554), Director of Rural Education, Northern State Teachers College, Aberdeen, South Dakota. He has had wide experience in teachers' colleges, large city systems, town schools, and rural schools. He is a Hoosier by birth, a Michigander by education, and a South Dakotan by eighteen years of residence. He says that he "likes fishing, indulges in hunting, and intends to begin golf at seventy."

ELEANOR C. ILER (*"English as College Gateway,"* page 557) was born in Denver, Colorado. She received her A. B. from the Flora Stone Mather College, Western Reserve University; her A. M. from Cornell University. In September, 1933, she became head of the department of English at Wadsworth, Ohio, where she teaches senior English and journalism, sponsors the school paper, and acts as supervisor of English for grades seven through twelve.

LUCIA AMES MEAD, Boston, (*"Some Wealth Fallacies,"* page 562), has been an international figure for many years. She is devoted to world peace and other reforms.

GARRY C. MYERS (*"Helping the Poor Reader,"* page 560) is a contributing editor of this magazine. He is a teacher, lecturer, newspaper columnist, author, and editor of two magazines.

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The Alcove for New Books

This Business of Living

ELEMENTS OF BUSINESS TRAINING. By John M. Brewer, Harvard University; Floyd Hurlbut, Superintendent, Bay Shore, New York; Juvenilia Caseman, Hutchinson Central High School, Buffalo, New York. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco, London: Ginn and Company.

Business training should begin right where the young student is and lives, in the conception of the authors of this text—now revised to the last word of up-to-dateness and modern applicability.

The new chapters on management of one's own business, of living in the school and in the home, and on home-owning, are excellently conceived and presented and constitute a valuable addition to the original work. Throughout the volume are to be found signs of a competent retouching to bring the subject matter into conformity with current practices in business.

This text does not plunge the student into a strange jungle of office or factory procedure but builds a convenient, well designed bridge from where he is to where he may be after he has left school.

This introductory text is not too narrow to be of service to any boy or girl. In fact—the more the pupil hopes to steer clear of "business," the more he needs exposure to so generally practical and informative a book as this.

Carefully graded exercises are provided in abundance. Many a parent and more than one business man could acquire useful knowledge from "Elements of Business Training."

• •

Studying the High School

A CHALLENGE TO SECONDARY EDUCATION. Seventeen contributors. Edited by Samuel Everett. New York, London: D. Appleton-Century Company, Inc.

Secondary education in the United States has been so busy taking care of increased enrollments and meeting current demands upon it from citizens and parents, that it has scarcely had time to consider its program as a whole or to chart the wisest future course.

In the present volume, a number of recognized authorities have set down their views of what the American secondary school ought to be.

The editor of the book, Samuel Everett, concludes with a summary which points out the issues on which the writers are in essential accord, and some of the issues on which they differ. The editor criticizes educational leaders for not having arrived at any agreement about the social aims of America, which he believes should be clearly defined because of the determining influence they should have upon educational policies. It is doubtful, however, if the leaders of secondary education are in position to give acceptable answers to major questions of civic policy in the United States. Those questions are determined gradually by the people themselves. It seems more important that our high school students be made aware of basic issues in sociology, economics, and politics, and learn to form their own opinions as self-respecting and intelligent citizens, than that any set of doctrines, however sound, be pre-arranged by educators as a foundation upon which the secondary school is to be reconstructed.

The book will stimulate thinking. It will perhaps waken some educators to a study of the mighty forces which are at work in secondary education and the need of wise steering if these forces are to bring about a desirable and effective system. The collaborators agree that our secondary education should be completely reconstructed; that it should be democratic in fact and purpose; and that it should treat the past as servant to the present, not the present as an incidental inheritance from the past.

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Last Grab in Africa

RIVALRIES IN ETHIOPIA. By Miss Elizabeth P. MacCallum. With Introduction by Newton D. Baker. Boston: World Peace Foundation.

Again one of those famous little "World Affairs Pamphlets" comes to the aid of Mr. Thoughtful Citizen as he struggles to understand what is behind the quarrels of Italy and Ethiopia. In transparent fashion Elizabeth P. MacCallum sets forth the known facts, showing why Italy wants what she wants, and why Great Britain, France, and other powers have resisted Italy's plans for helping herself by force of arms. None of the powers, it seems, enters the debate with entire altruism. Italy faces serious economic problems unless she can expand her territories. Details of the rivalries which are motivating the players in this international drama are interesting and revealing, as presented in this pamphlet, which is as fresh and up-to-date as speedy presses have been able to make it.

• •

Fireside Accessory

THE OLD FARMER'S ALMANAC, 1936. By Robert B. Thomas. Published by Little, Brown & Company.

Again the Old Farmer's Almanac arrives to remind us of the hastening days and the permanence of this New England institution, now in its 144th year of publication. No revolutionary changes have been made by the new publishers. But plenty of fresh, refreshing material is brought together into this handy reference booklet. Where else does one find so much about the stars, the times, the seasons, or the every-day concerns of every-day Americans, both on the farm and in the city? Nowhere in so small a compass or in such useful and entertaining variety, you may be sure.

• •

Against Flabbiness

TO HIM THAT OVERCOMETH. By Alfred E. Stearns. Boston: W. A. Wilde Company.

The former head of Phillips Andover here sets down for parents and the public generally a statement of that philosophy of educating for high endeavor which he has long and consistently championed.

That strength of character can be acquired only through overcoming obstacles, not from having them removed, is the Stearns contention. And he supports it with sound reasoning.

His thrusts at a type of modern education which, he declares, makes only for flabbiness of mental and spiritual muscles, will be read with interest. He is not in sympathy with any sort of prescribed training for teachers which may ruin an otherwise good teacher. He worships neither the General Education Board nor Columbia's famous Teachers College—both of which come in for specific castigation over the shoulders of an editorial writer of the New York Times in 1917, who uttered some dark prophecies.

Dr. Stearns is not, however, pessimistic about modern youth. He would like to see these young people fully led out.

Winshipisms

"A teacher may be an ardent citizen and a good Democrat or Republican without mixing his school with politics."

•

"A teacher who appreciates a child, actually imparts to him a tonic."

•

"A teacher can never know which of the children before him may be mighty men of influence for good, a terror to all that is good, or a practical nonentity. It is well that he does not know."

DIRECTORY

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The Journal of Education is pleased to recommend to its readers the following firms, each specializing in dependable merchandise and services for schools.

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Springfield, Mass.

Book Publishers

Allyn and Bacon, Boston, New York, Chicago, Atlanta, San Francisco, Dallas

American Book Company, New York, Cincinnati, Chicago, Boston

D. Appleton-Century Company, New York

Ginn and Company, Boston

Gregg Publishing Co., New York

D. C. Heath and Co., Boston

Houghton Mifflin Co., Boston

Lyons & Carnahan, New York

The Macmillan Co., New York

McGraw-Hill Book Co., New York

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Newson and Co., New York

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47 Winter St., Boston, Mass.

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Underwood Elliott Fisher Co.
342 Madison Ave., New York, N. Y.

Some Wealth Fallacies

(Continued from Page 563)

or sleeping. The child with seventy Christmas toys has no more pleasure than the one who has only seven, and he is deprived of making his own toys, helped out by imagination. A thousand roses cannot give a thousand times as much pleasure as one rose. As to the florists, they would have been just as pleased if, instead of forcing orchids and roses and buying every one within five hundred miles so that weddings and funerals could have them only at exorbitant prices, they had had orders for fifty thousand potted plants to brighten the homes of two hundred and fifty thousand people who never have a blossom in their grimy tenements. The caterers would be as glad to give sandwiches and gingerbread to fifty thousand at fresh-air picnics as to serve humming birds in walnuts to the four hundred.

Not merely the excesses of multi-millionaires whose numbers have now greatly diminished, but the extravagance of humbler folk, demands rebuke. The sole question which should be considered is not whether work employs people, but whether workers are employed in making what is beautiful or ugly, good or bad, permanent or transitory, what is to be enjoyed by many or by few, what, in short, is worth while and gives adequate returns. This fundamental law of ethics and economics Ruskin found the most difficult thing to make his age, hide-bound in economic fallacies, believe. Today the reading world is not quite so stupid, but perhaps it is as selfish. It puts its fingers in its ears and will not hear the truth it does not want to hear.

Protect Your Home from Tuberculosis
BUY
CHRISTMAS SEALS

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From 1875 to 1932, inclusive, there were two volumes a year. Volume 115 (1933) was the first to contain all the issues of a calendar year.

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